

**Social Sciences Subject Area Committee Meeting**  
**Thursday October 19, 2017 Minutes**  
**Capilano University**

**Present:** Sharon Richardson (College of the Rockies)  
Chantale Hutchinson (Okanagan College)  
Colin Gilker (Capilano University)  
Gordon Urban (Northwest Community College)  
Jennifer Cliff-Marks (Selkirk College)

**Remotely:** Brad Bell (College of New Caledonia)

**Approval of Agenda:** approved by Gordon, seconded by Sharon

**Approval of Minutes from March 23, 2017:** approved by Sharon, seconded by Gordon

9:00: Meeting began

Institutional Reports: see reports attached

Articulation of History 050 from College of New Caledonia (Brad Bell): Brad is still fleshing out the course details. It will not be offered this winter. Capstone projects are essays. There is also a self-directed project. Textbook idea: *Earth and her Peoples: A Companion to International History 1900-2001*. "Projects": open for creativity. "Assignments" are essays/summaries. Several countries are missing from 'world' history (Australia, for example). Brad will take the course to his Education Council and resubmit it to our committee next fall.

We need to look at the outcomes for provincial level history and potentially include: social history, community or community location development (ie developing on the river), feminist, Indigenous history, etc. Currently the instructor is free to add one of these perspectives. We could list core outcomes + options. Sharon suggested that we look at ASDE outcomes for ideas.

**Question: could intermediate social studies be named 'in-house' (at individual colleges) as a Provincial level course? Socials 50 to 60, for example, at Selkirk institutionally? That way it will be recognized by students as a Dogwood credit.**

Consideration: social justice courses—We will peruse the outcomes from the Ministry of Education and gather working materials for the next working committee meeting. Please come prepared to develop outcomes for a provincial level social justice course. It could be interesting as an alternative provincial level course for the Dogwood. It could be a draw for nursing students, for example.

**Recommendation:**

That BCCAT get more funding to provide a platform similar to the moodle platform to house our communication, to serve the same function as the KPU site.

ABE Social Analysis course – Provincial level: One issue—the textbook is somewhat dated. Another issue is that the outcomes in the social science section do not fit this course area; the outcomes are somewhat general.

**Recommendation:**

That our committee consider social justice outcomes in social science in terms of core outcomes and options. Our other courses are history, and we do not have any courses that are relevant for humanities, more current and similar to what the school district is offering. We also need to research funding options for textbook development.

**Action item**—to find out what percentage of our outcomes must meet the SD outcomes. 80%?

Links to social justice outcomes:

[https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2012/02/osos106\\_Teaching\\_Social\\_Justice.pdf](https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2012/02/osos106_Teaching_Social_Justice.pdf)

[file:///C:/Users/cgilker/Downloads/2008socialjustice12%20\(1\).pdf](file:///C:/Users/cgilker/Downloads/2008socialjustice12%20(1).pdf)

Gordon Urban—Provincial level Geography. Textbook: Geography 12 by H. P. Solvio (2012). A newer addition is available. Very readable, current with BC content. Textbook cost is roughly \$40. Course is closely tied to the textbook. Earth sciences focus.

**Recommendation:**

That the steering committee accept our recommendation to rearticulate Geography 050 at NWCC.  
Moved, seconded

That the alterations to the Psychology 12 outcomes be accepted for the upcoming Articulation Guide.  
Moved, seconded

**Friday October 20, 2017 Minutes**

1. Ministry survey filled out collaboratively – submitted
2. SOST 60 at Selkirk College: there is now a research paper in APA format for the major assignment. The outline looks much better. We recommend the following:
  - a. that the recommended revisions made to section II and V of the guide be incorporated if they pass at Steering;
  - b. that the research paper not list the number of pages
  - c. that SOST 60 at Selkirk College remain on the grid
3. Indigenous Law at VCC: John was asked to collect resources and update content in order to create a new course. John examined cases, articles, treaty law, charter challenges, land claims,

videos. He compiled a document for VCC to use in the development of the course. Someone will now be hired to develop the course. Open text will be used. Textbook: *All About Law*. There are additional cases on line.

4. Indigenous Fine Arts at Selkirk: Jennifer is developing a course for Selkirk. Sharon will send the Studio Fine Arts course to Jennifer.
5. Social Justice outcomes: Chantelle will send out information with the goal of selecting topics and outcomes. Next meeting's priority. Sharon is creating a course in the spring for consideration at our next meeting.
6. **Updates to contact information—Jennifer's telephone number needs to be changed. It is 250-354-3223.**

Next meeting: tentatively October 18-19, 2018 at Kwantlen Polytechnic University

## Recommended changes to the Psychology Outcomes in the 2017-18 Articulation Guide

**Commented [CH1]:** Tidy up outcomes and make sure that they are in the correct format / location

Look at Math report to Steering

### I. **Current - Biological basis of behaviour and mental processes**

1. Differentiate between normal, abnormal, and disordered behaviour.
2. Discuss the major categories of disorders.
3. Identify the principle methods used to treat individuals with psychological disorders.
4. Distinguish between perception, attraction, social judgment, and attitude formation.
5. Identify basic social and cultural categories and discuss how these affect behaviour.
6. Explain the effects of the presence of others on individual behaviour.
7. Describe how social structure can affect intergroup relations.
8. Discuss the nature and effects of bias and discrimination toward groups such as indigenous peoples, immigrants, and refugees.
9. Discuss the circumstances under which conformity, compliance, and obedience are likely to occur.

### **Revised Biological basis of behaviour and mental processes**

1. Biological basis of behaviour and mental processes
2. Describe the structure, function and organization of the nervous system.
3. Describe the structure and function of the major regions of the brain.
4. Evaluate scientific advances that have been developed to analyze brain behaviour and disease.
5. Describe the relationship between the endocrine glands and the nervous system.
6. Compare the effects of genetics, evolution and environment on behaviour.

### II. **Current - Social and Cultural Psychology**

7. Discuss the influence of cultural beliefs, values and attitudes on adjustment and personal growth.
8. Discuss predominant sociological theories.
9. Identify the various types of schemas and explain how they influence our perceptions of others.
10. Monitor changes in thinking, understanding, and attitudes about yourself and others around you.
11. Identify factors that help human beings adjust effectively to life's challenges.  
Explain how ethnicity, gender, and socioeconomic status affect people and their behaviour

### **Revised Social and Cultural Psychology**

12. Discuss the influence of cultural beliefs, values and attitudes on adjustment and personal growth.
13. Discuss predominant sociological theories.
14. Identify the various types of schemas and explain how they influence our perceptions of others.
15. Monitor changes in thinking, understanding, and attitudes about yourself and others around you.
16. Identify factors that help human beings adjust effectively to life's challenges.
17. Explain how ethnicity, gender, and socioeconomic status affect people and their behaviour.
18. Distinguish between perception, attraction, social judgment, and attitude formation.
19. Identify basic social and cultural categories and discuss how these affect behaviour.
20. Explain the effects of the presence of others on individual behaviour.
21. Describe how social structure can affect intergroup relations.
22. Discuss the nature and effects of bias and discrimination toward groups such as indigenous peoples, immigrants, and refugees.
23. Discuss the circumstances under which conformity, compliance, and obedience are likely to occur.

The **yellow** are the current articulation the **green** are the changes we will be adopting.